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ABSTRACT

This book presents a series of autobiographical profiles that demonstrate how educational organizations often marginalize and silence different groups. The book suggests that the development and critical analysis of personal histories of those who have been silenced and denied access in schools and in society represent ways of attaching meaning, contesting inequities, and propounding change. The autobiographies profile various marginalized groups such as inner city youths, Athapaskan elders, Afro-American teachers, Navajo teachers, disabled persons, and gay and lesbian faculty. Following an introduction "Developing Archives of Resistance: Speak, Memory" (William G. Tierney), chapters include: (1) "A Framework for Hearing Silence: What Does Telling Stories Mean When We Are Supposed To Be Doing Science?" (Margaret D. LeCompte); (2) "I and Thou: Method, Voice, and Roles in Research with the Silenced" (Yvonna S. Lincoln); (3) "Beth's Story: The Search for the Mother/Teacher" (Andrew Gitlin, Beth Myers); (4) "Exploring the Teacher's Professional Knowledge" (Ivor Goodson, Ardra Cole); (5) "Personal Narratives for School Change in Navajo Settings" (Daniel McLaughlin); (6) "Self and Identity in a Postmodern World: A Life Story" (William G. Tierney); (7) "Fired Faculty: Reflections on Marginalization and Academic Identity" (Patricia J. Gumport); (8) "Self-Portraits of Black Teachers: Narratives of Individual and Collective Struggle against Racism" (Michele Foster); (9) "I'm Me Own Boss!" (Grace Mest Szepkouski); (10) "Border Disputes: Multicultural Narrative, Identity Formation, and Critical Pedagogy in Postmodern America" (Peter McLaren); and (11) "Coda: Toward the Pathway of a True Human Being" (Daniel McLaughlin). Contains references in each chapter, an index, and profiles of contributors. (LP)